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The 1967 annual report of the Bureau of Indian Affairs (BIA) describes educational advancements and economic improvements for American Indians. Specific programs and their results are cited in such areas as bilingual education, school facilities, family training, job training, industrial and business development, natural recources deelopment, housing, social services, and law. The BIA budget for fiscal year 1967 is presented. (JH)

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indian affairs 1967

a progress report from the commissioner of indian affairs

RC 003559

It is gratifying to observe how much interest the Indian people are taking in programs which affect their future. The Indian problem is the problem of all of us and not just the Bureau of Indian Affairs.

Robert L. Bennett, Commissioner, Bureau of Indian Affairs, reporting to the Indian people after completion of 1 year as Commissioner.

Cover:

Top, front, Indian residents of the Cheyenne River Indian land area in South Dakota slice wires for the tribally owned Sioux Tribe Telephone Company at Ridgeview. Bottom, front, an Eskimo woman and man. The man beats a drum made from the intestines of the walrus that are stretched over a wooden frame. Photo: Wien Air Alaska by Frank Whaley. Back, Rainbow, or Dog Lake, on the Flathead Reservation in Montana.

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commissioner's message

Indians today are determined to take their place in our society not so much as American Indians, with the emphasis this term places on cultural differences, but as Indian Americans—fully participating citizens with the strengths and values of a distinctive culture.

This rich and varied Indian culture is a springboard from which Indians can develop the capacity to live as they choose in the diverse setting that is America.

Indians who wish to remain on the land that is theirs are given the help of the Bureau in attracting new industry and jobs to Indian land areas. Natural resource and tourism development, with resulting economic benefit to the Indians, is also a part of Federal policy. Housing is being improved by and for Indians.

Indians who wish to live comfortably in urban America are acquiring vocational skills through training and are finding suitable jobs with Bureau assistance. The entire Indian family is learning how to cope with urban life in two innovative training programs and a third is on the way.

The help of Federal, State, and local agencies other than the Bureau of Indian Affairs proffered to Indians has been welcomed by Indians and the Bureau alike, both on and away from Indian land areas.

There is positive indication today that Indians are determined to take their place in our society as fully participating Americans. Bureau of Indian Affairs programs are designed to help them do this—and at the same time retain their distinct heritage. And Indian leadership is setting the pace and the timing.

Robert L. Bennett

ROBERT L. BENNETT
Commissioner of Indian Affairs

bureau of indian affairs annual report

In 1967, two kinds of progress took place in Indian affairs. These complemented one another and gave new direction and purpose to the task of helping raise Indians from the second class citizenship that remains the heritage of too many.

One kind of progress can be measured in concrete terms—housing built, trees planted, jobs created, roads paved. The other kind of progress is less tangible. It concerns attitudes, opinions, and expectations. In this area are the more impressive gains, those that signify the potential of the human spirit to make dreams a reality.

"The growth of Indian leaders in decision-making ability was perhaps the most significant of Indian achievements in 1967," said Robert L. Bennett, Commissioner of Indian Affairs. "That year," he said, "saw many remarkable advances, most of which reflected this readiness to tackle ever more difficult problems."

This personal growth reflects the determination of Commissioner Bennett to create through the Bureau of Indian Affairs a program that will build on the strengths of the Indian heritage. The creative use of Indian concepts, languages, and habits is proving to be an effective means of helping Indian people create for themselves lives of usefulness and independence.

Education for Growth

Nowhere can the use of new concepts of Indian culture be more readily seen than in the field of education. This is the Bureau's major effort in terms of budget and manpower, and holds the greatest potential for gain.

The school year that began in September saw more than 55,000 Indian students in Bureau boarding and day schools and in dormitory facilities near public schools. An even greater number, more than 60 percent of the Indian children enrolled in schools, were enrolled in locally controlled public schools. Many of these schools with large Indian enrollments received financial help from the Bureau with what are known as Johnson-O'Malley Act

funds. Bureau officials often help these school districts create programs to meet the special needs of Indian students.

English as Second Language Emphasized

One of the most obvious and most difficult barriers to education for Indian children is language. Many come to school speaking no English and most come from homes where English is seldom used and where the tools of language—books, magazines, newspapers—are not used. To eliminate this barrier the Bureau is pioneering programs to teach "English as a Second Language" (ESL).

A pupil in an Indian school uses a tape recorder as part of his training in becoming more fluent in the English language.

This year saw the establishment of ESL programs in every one of the more than 60 Bureau schools in the Navajo community, the Nation's largest Indian land area. One group of Navajo parents was so impressed with this program that they asked for an ESL program for adults. Essentially, ESL is the organization of teaching materials into basic sentence patterns, beginning with the simple patterns and progressing to the more complex. It emphasizes natural speech and progresses from listening to speaking to reading to writing. An important aspect is the emphasis on difficulties in English experienced by specific language groups.

Indian Languages for Teachers

And just as Indian children learn English to be effective in dealing with the larger world around them, so the Bureau is stressing the teaching of Indian languages to teachers so that they may increase their classroom effectiveness and improve their ability to take a useful and understanding role in community affairs.

To help make Indian educational programs better meet the educational and cultural needs of Indian communities, Commissioner Bennett, early in 1967, appointed a 16-member National Indian Advisory Committee to assist in school programing and to improve communications between the schools and the Indian people they serve. The committee includes tribal leaders from across the Nation.

Pride in Heritage Stressed

A clash between cultures, with resulting learning impairment and dropout problems, has long been a serious hindrance to Indian education progress. Solutions to this problem are being sought by Dr. John Bryde, who, under a Bureau contract, is developing a course of study to help Indian students understand the strengths and origins of their Indian culture. The rich and varied Indian heritage is presented as a base upon which these children can develop the potential for effective living. Dr. Bryde,

Rainbow dancers at the Puye Ceremonial Santa Clara Pueblo, N. Mex. Photo: Los Almos Scientific Laboratory of the University of California.

who has had 22 years experience teaching Indian children, has shown that lack of personal identification—a feeling of being trapped between two worlds and belonging to neither—is a major factor in Indian educational failures.

Additional pioneering work in improving Indian education is being done with funds made available to Indian schools through the Indian Amendment to the Elementary and Secondary Education Act of 1965. In 1967, almost $5 million was used for such projects as the training of teacher aides in Alaska and the development of a series of Navajo social studies units from kindergarten through high school.

School Facilities Expanded

While innovation may be the key to a successful Indian education program, the Bureau continues its program of providing modern educational facilities for Indian students according to current thinking. In 1967, new classroom space was constructed for 3,920 students and replacement facilities were built for 460 students.

Scholarship Help Up

The Bureau has increased its college scholarship aid by more than 50 percent in the last 4 years. Almost 2,400 students are now receiving such assistance. And many Indian college students receive other assistance from tribal or private scholarship sources or from their families. Some 40 tribes now have scholarship programs.

A unique Indian high school and post-high school is the Institute of American Indian Arts at Santa Fe, N. Mex. This Bureau-operated school is designed to provide an art education in a wide variety of fields based on Indian cultural traditions and to use these traditions in guiding student abilities in new artistic directions. Students from the Institute have gained national recognition for original work in literature, art, drama, textiles, ceramics, and the dance.

Adults Taught

The Bureau provides an adult education program which in fiscal year 1967 enrolled 12,400 pupils in formal courses—in which there was an identifiable goal, such as learning to read, 13,500 in informal courses—in which there was a continuing curriculum, and held 13,700 individual counseling sessions.

Each year increasing numbers of adult Indians enroll in General Educational Development courses that, when completed, qualify them for a certificate equivalent to a high school diploma, which opens doors to employment or job training. Community development is also emphasized among other adult education goals.

Family Training Pioneered

To reach those adult Indians who for various reasons had little or no education and training, the Bureau began in 1967 another break-through effort in employment assistance in what is termed "family residential training," though single Indians also participate. In April the first Indian families and single persons arrived at a deactivated Air Force radar

base at Madera, Calif., to begin training in job skills, in basic education, and in family life and social skills covering such fields as home and money management, child care, community living, health care, and food marketing.

Living in what was base housing, the families join in many community social and recreational activities, their children attend local public schools, and together the parents learn the skills to open job opportunities and the understanding necessary to adjust to life in urban America. A contract for a second program of the Madera type, operated by a private corporation, at the former Walker Air Force Base, at Roswell, N. Mex., was negotiated, with a 1968 initiation of operations.

The Madera and Roswell programs were planned for Indians from many tribes. But the Bureau also has a new program specifically designed to meet the

The Nathan Thompson family, one among the first 25 families to enroll in the Bureau of Indian Affairs—RCA Service Company, Inc., Family Training Project near the Choctaw Indian land area in Philadelphia, Miss. To the far left is C. R. "Bob" Murray, center director, and behind him is Commissioner of Indian Affairs Robert L. Bennett.

needs of one of the Nation's most disadvantaged tribes, the Choctaw at Philadelphia, Miss. Caught in a crumbling sharecropper system, many tribal members had neither the skills nor the education to break through to new ways of life. For them the Bureau contracted for a pre-vocational and family training program being conducted in special housing and classroom facilities built at the Pearl River Indian Community.

The average male enrollee in this Choctaw initial program was 30.8 years of age, had 2.2 years of elementary school, and spoke poor English. His wife typically was 28.5 years old with 2.6 years of school and spoke or understood very little English. The first 25 families in the program averaged almost seven children all of whom were completely uneducated and spoke only Choctaw.

Despite these handicaps this total family training program was able, in slightly more than nine months, to graduate its first seven breadwinners, who have found good jobs in several fields. The program continues into its second year with both the whole family training and job placement and followup services for graduates.

Dianan Hernandez, Flathead Tribe, shown learning to operate a linotype machine at Haskell Institute, Lawrence, Kan. Haskell Institute gives Indian youngsters post high school vocational training.

Job Training Given

The Bureau's Employment Assistance program also provides cost-free vocational training and job placement services, as well as financial aid for family relocation to Indians seeking better opportunities off the reservation. More than 350 educational institutions in 26 States are approved for this kind of study. In connection with training, the Indian receives financial help and advice in job placement, moving and adjusting to his new environment. Help in finding direct employment or on-the-job training is also provided under the program. In fiscal 1967 approximately 5,500 Indians received Adult Vocational Training and 2,175 were given on-the-job training.

Both the family residential training and the Adult Vocational programs are designed for those who wish to leave the reservation for better opportunity elsewhere. But many Indians feel a very strong and personal attachment to the land—to their ancestral homes. For these people life away from the reservation is little better than no life at all. For these people the Bureau has a diverse program of community, industrial, and economic development aimed at increasing the potential of Indian areas adequately to support their populations.

Indian Leadership Involvement

It is in Indian area development that the rapidly increasing role of Indian leadership is felt very strongly. For example, the Ute Mountain Tribe of

Colorado is investing $50,000 in tribal funds for a socio-economic study of its reservation and population. This study will guide tribal efforts to improve the local economy.

The Zuni Pueblo of New Mexico drafted a comprehensive 2-year plan for total reservation improvement and to show its commitment to the plan enacted one of the first local sales taxes levied principally on tribal members. An industrial park, another feature of the plan, also is under development and one industrial plant began operations in 1967.

Industrial, Business Progress

Tribally sponsored industrial parks are fast becoming a feature on many reservations. They are a part of a growing industrial development aided by a specialized commercial and industrial development program of the Bureau. Indian reservations have proven to be fertile ground for the development of a wide range of industries—from miniature jeweled bearings for aerospace uses to carpets and reclining chairs for modern American homes.

Preparation assembly at a Laguna Pueblo, N. Mex. manufacturer of electronic components.

Included in new industrial developments in 1967 were the opening of an electronics plant on the Seminole Reservation in Florida, the General Dynamics missile parts plant and the EPI-Vostron Assembly plant on the Navajo Reservation and an expanding Sequoyah Carpet Mills, Osage County, Okla.

At the end of fiscal 1967, 10 years after the program's inception, more than 100 industrial and commercial enterprises had been established in Indian areas, providing more than 9,000 job opportunities. In the last year Indian employment in these plants increased by more than 800 and an additional 1,400 jobs will become available as plants reach full production in the future. Many of these plants have large investments of tribal capital.

Development District Formed

A wide range of industrial and commercial development is the aim of the Indian Development District of Arizona (IDDA), formed in 1967 by 16 Arizona tribes and one in California to pool their energies with the Economic Development Administration on programs to create systematic plans for growth.

Valuable experience in business activities is being obtained by Indian groups under a Bureau policy of encouraging them to contract to perform services needed in Indian areas both by Government and by private parties. From painting to road construction, Indians are contracting for and completing jobs that require the planning, skills, and imagination typical of successful mid-century American business.

Individuals Start Firms

Many Indians are entering the business world. The Navajo tribal council issued 119 business leases to tribal members in 1967 as compared to 47 the previous year.

The businesses range from garbage collections to steel fabrication. Growth of Indian operated service industries helps keep Indian-earned dollars circulating in Indian hands, thus bringing the benefits of the "multiplier effect" to Indian areas. In the past much Indian income quickly passed to non-Indian hands in non-Indian areas.

Natural Resources Developed

Important in the economic development of Indian areas is the development of one of the most important Indian assets—land. Although they have only approximately 3/10ths of 1 percent of the total population, Indians own over 2 percent of the Nation's land. While some of this land is too arid, mountainous, or remote for efficient improvement, many thousands of acres are still underdeveloped. The Bureau is working to improve the quality of this resource and to improve the Indians' utilization of it.

Today more than 30,000 Indians get all or part of their income from Indian-owned farms and ranches. That figure could be doubled if the lands were fully developed and if Indian management capabilities were increased so that the practice of leasing some of the best Indian lands to non-Indians could be reduced.

Natural resource income, excluding minerals, increased by more than $20 million to a total of $180 million in fiscal 1967. Mineral leases bring in another $30 million annually. Bureau real estate and appraisal programs helped contribute to this increase by assuring that Indian landowners were aware of the full potential of their land and could obtain the best leasing arrangements for it. In many cases, lease agreements provide for permanent improvements to the land, which become the property of the Indian owner when the lease expires.

Farm Products Up

Indian farmers and ranchers are improving production and potential through a variety of programs under the Department of Agriculture's Agricultural Conservation Program. This year, for example, a Navajo rancher—through fencing, fertilizing, and seeding—so improved the animal grazing capacity of his rangeland that the Tribal Council granted him the first increase in grazing permits in the

Ponca Indians near Anadarko, Okla. learn to handle honey bees during a swarm.

Tribe's history. Previously, constant reductions were necessary, in order to preserve what remained of an eroding agricultural resource.

Improved irrigation systems increased irrigated cropland income by $8.8 million in fiscal 1967, for a total income of $84.6 millions. Typical of this kind of development was creation of productive irrigated potato fields from what had been low-production grazing land on the Fort Hall (Idaho) Reservation.

Timber Harvested

A major source of natural resource income on many reservations is timber. The tribes are taking an expanded role in the harvesting of this resource. In 1967, for example, the Warm Springs (Ore.) Tribe established a forest products complex which allows the Tribe the direct benefit of its timber stands, from the earnings in logging operations to the production of finished lumber and plywood. The Navajo Tribe added a cut-stock mill to its own modern sawmill complex, further increasing the diversity and income of this tribal operation.

In fiscal 1967, cash sales of Indian timber yielded $17.9 million, a record annual total that was nearly $1.6 million higher than the previous year. All Indian timber is cut on a sustained-yield basis so that the resource will be maintained for future generations.

Loading logs at Wilmont Creek on the Colville Indian land area.

Community is Strengthened

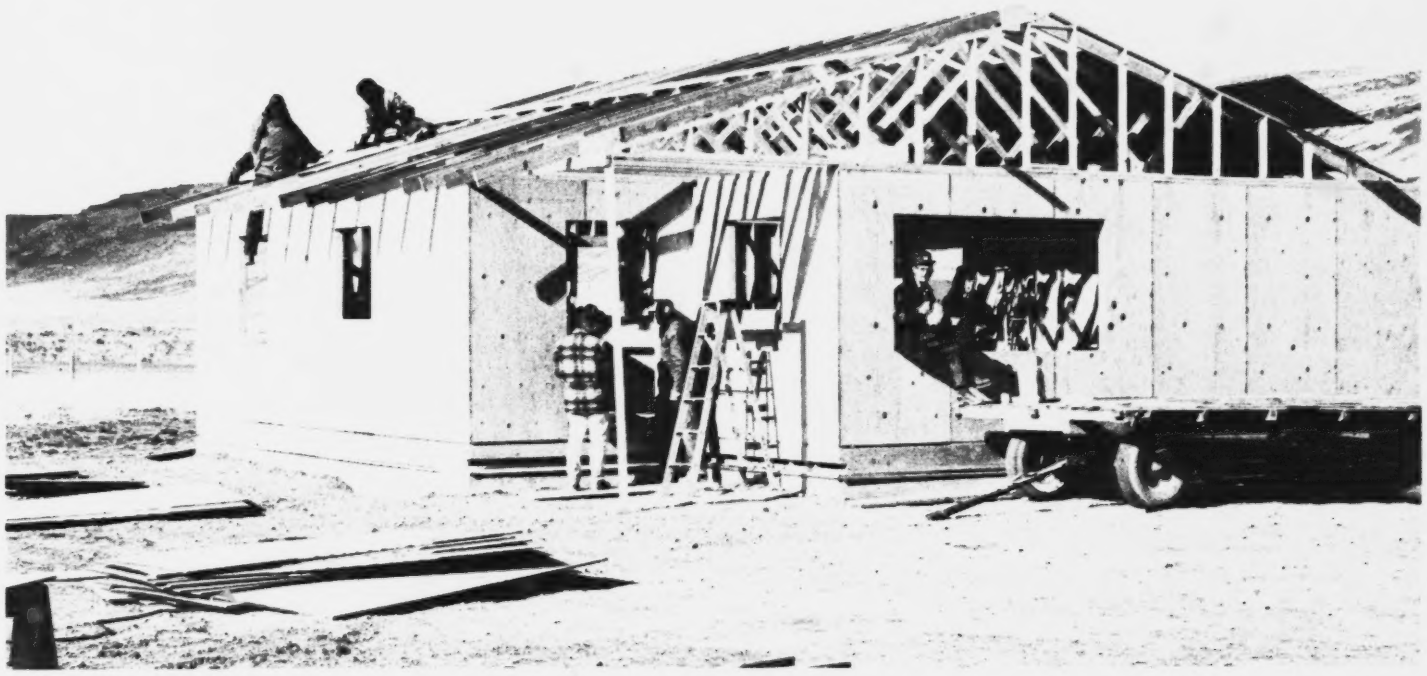
Loans are Increased

An essential part of private enterprise is credit, the basis for acquiring capital. Many Indians do not have the credit to obtain capital because of trust restrictions on their land and their isolation from traditional money markets. A major objective of the Indian Resources Development Act, introduced in the Congress in 1967, is to create a major increase in capital to unleash Indian development.

During fiscal 1967, Indian enterprises obtained a total of $291 million in loans from a variety of sources—tribal treasuries, Federal agencies, banks and traditional lenders, and the Bureau's revolving credit fund. This figure represented an increase of $10.9 million over the previous year and $201 million over the figure 10 years earlier.

New Housing, Communities Develop

Increasing income in Indian areas is a key factor toward the improvement of the total Indian community. The Bureau works in a variety of ways to help the tribes strengthen their communities and to develop the modern outlook and administration necessary to progress in modern America.



Mutual-Help Housing Program home rises rapidly at Duck Valley, Nev. as the owner's neighbors and relatives lend helping hands.

One of the most obvious needs in Indian communities is for adequate housing. The Bureau has active programs to repair existing housing and both it and the Department of Housing and Urban Development are active in programs to build new homes. Eighty-five Indian housing authorities now operate in 23 states. During fiscal 1967, the number of conventional low-rent and mutual-help housing units completed or under construction increased by more than 1,200, to a total of more than 2,700. In addition, more than 4,000 units were in pre-construction stages of planning.

Labor Contributed

Mutual-help housing seems particularly appropriate for Indian communities, in which cash incomes are often very low. In the mutual-help program, the family contributes its labor in house

A Navajo Neighborhood Youth Corps girl ties a shoe for a young tuberculosis patient at Fort Defiance Public Health Service hospital.

construction in lieu of a down payment. The local housing authority provides the necessary supervision and skilled labor.

A major part of community development is the broadening of opportunities for communities and local organizations. The Bureau has encouraged Indians to take part, including leadership, in programs sponsored by other agencies of government and by non-governmental organizations. A good example of this broadened opportunity is the wide acceptance of Office of Economic Opportunity (OEO) programs in Indian communities. From Operation Head Start and the Community Action Program to VISTA, these programs have helped Indians to find employment and to use the tools of community action essential for effective local government. There are now 102 OEO programs in operation at a cost of $17 million.

The Department of Labor's involvement in Indian programs was increased substantially as the result of the National Indian Manpower Conference in Kansas City, Mo. in February 1967. From this conference plans were developed to provide an additional $2 million in manpower training for Indians.

Tribes Organized

Indian communities received help from the Bureau which conducted meetings with representatives of 40 tribes during fiscal 1967 to help revise and update tribal constitutions and to create tribal organizations where none had existed before.

The Bureau also worked closely with many tribal groups to develop tribal rolls in order that members of the many tribes and communities may be better identified. These rolls are instrumental in carrying out directions of the Congress in assisting in disposition of the many judgments awarded Indian groups by the Indian Claims Commission. At the end of 1967 this independent tribunal had awarded almost $250 million to 100 tribes for past inequities in land sales and treaty responsibilities. The Commission was created by the Congress in 1946 and in 1967 was enlarged from three to five members. It has more than 300 claims yet to decide.

Social Services Offered

In any group confronted with widespread poverty there are many social problems. The Bureau provides counseling and guidance to help Indian families cope with serious social problems and to arrange necessary care for dependent, neglected, and handicapped children. Average payments for assistance increased, in recognition of rising costs. A pilot tribal work program was begun in one Indian community with the tribe sponsoring work projects for employable Indians receiving assistance. Now eight other tribes have work projects and several other tribes are considering similar programs.

Information and counseling concerning family planning services were made available through all reservation Social Service offices and Bureau personnel cooperated with the Public Health Service to assist Indians who seek these services.

During 1967, 119 Indian children were placed for adoption through the Indian Adoption Project. The program is sponsored by the Bureau of Indian Affairs and the Child Welfare League of America. The number of children placed in 1967 almost doubled that of the previous year and compares with a total of 400 children placed during the 9 years of the cooperative project program. Children placed come mostly from 12 States, the leaders being Arizona, South Dakota, and Washington.

Trained to Enforce Law

The Bureau has trained Indians for law enforcement work in Indian areas and works to help Indian communities improve their local law enforcement capabilities.

A national agreement was reached with the U.S. Board of Parole, the Bureau of Prisons, the Federal Probation System, and the Bureau of Indian Affairs for programs designed to rehabilitate and train Indians who are committed to Federal prisons, so that they will be qualified to fill jobs and can look for a productive future outside prison walls.

Table I.—AWARDS BY INDIAN CLAIMS COMMISSION (FISCAL YEAR 1967)

Tribe	Amount
Apache, Mescalero	$8,500,000.00
Creek of Oklahoma	1,073,414.62
Flathead	4,431,622.18
Sac and Fox of Oklahoma	[1] 692,564.15
Snohomish	136,165.79
Spokane	6,700,000.00
Total	$21,497,766.74

[1] Not yet appropriated by Congress.

Table II.—BUDGET, DEPARTMENT OF THE INTERIOR, BUREAU OF INDIAN AFFAIRS (FISCAL YEAR 1967)

Appropriation and Activity	Actual
EDUCATION AND WELFARE SERVICES:	
Educational assistance, facilities and services	$79,078,564
Welfare and guidance services	13,995,122
Relocation and adult vocational training	15,348,946
Maintaining law and order	2,771,782
Total	11,194,414
RESOURCES MANAGEMENT:	
Forest and range lands	5,126,970
Fire suppression	463,117
Agricultural and industrial assistance	7,490,938
Soil and moisture conservation	5,203,688
Maintenance of roads	3,544,855
Development of Indian arts and crafts	351,475
Management of Indian trust property	6,657,599
Repair and maintenance of buildings and utilities	12,250,399
Operation, repair, and maintenance of Indian irrigation systems	1,163,817
Total	42,252,858
CONSTRUCTION:	
Buildings and utilities	29,240,898
Irrigation systems	11,243,043
Total	40,483,941
ROAD CONSTRUCTION (LIQUIDATION OF CONTRACT AUTHORIZATION):	
Federal-Aid Highway roads	15,298,188
GENERAL ADMINISTRATIVE EXPENSES:	4,588,973
GRAND TOTAL	$213,818,374

Table III.—INCOME FROM MINERAL AND SURFACE LEASING OF INDIAN LANDS (FISCAL YEAR 1967)

	Number of leases	Total acreages	Total income
MINERAL LEASES:			
Oil & gas	11,844	3,756,263.50	$27,484,771.03
Other Minerals	933	419,488.44	3,398,525.21
SURFACE LEASES:			
Agricultural	33,386	4,031,761.82	13,582,200.65
Business	2,810	83,805.59	3,453,008.23
Other	5,540	608,463.26	704,646.13
Total	54,513	8,899,782.61	$48,623,151.25

Keeping up tradition an Indian woman makes baskets from Yucca leaves at Jemez Pueblo, N. Mex.

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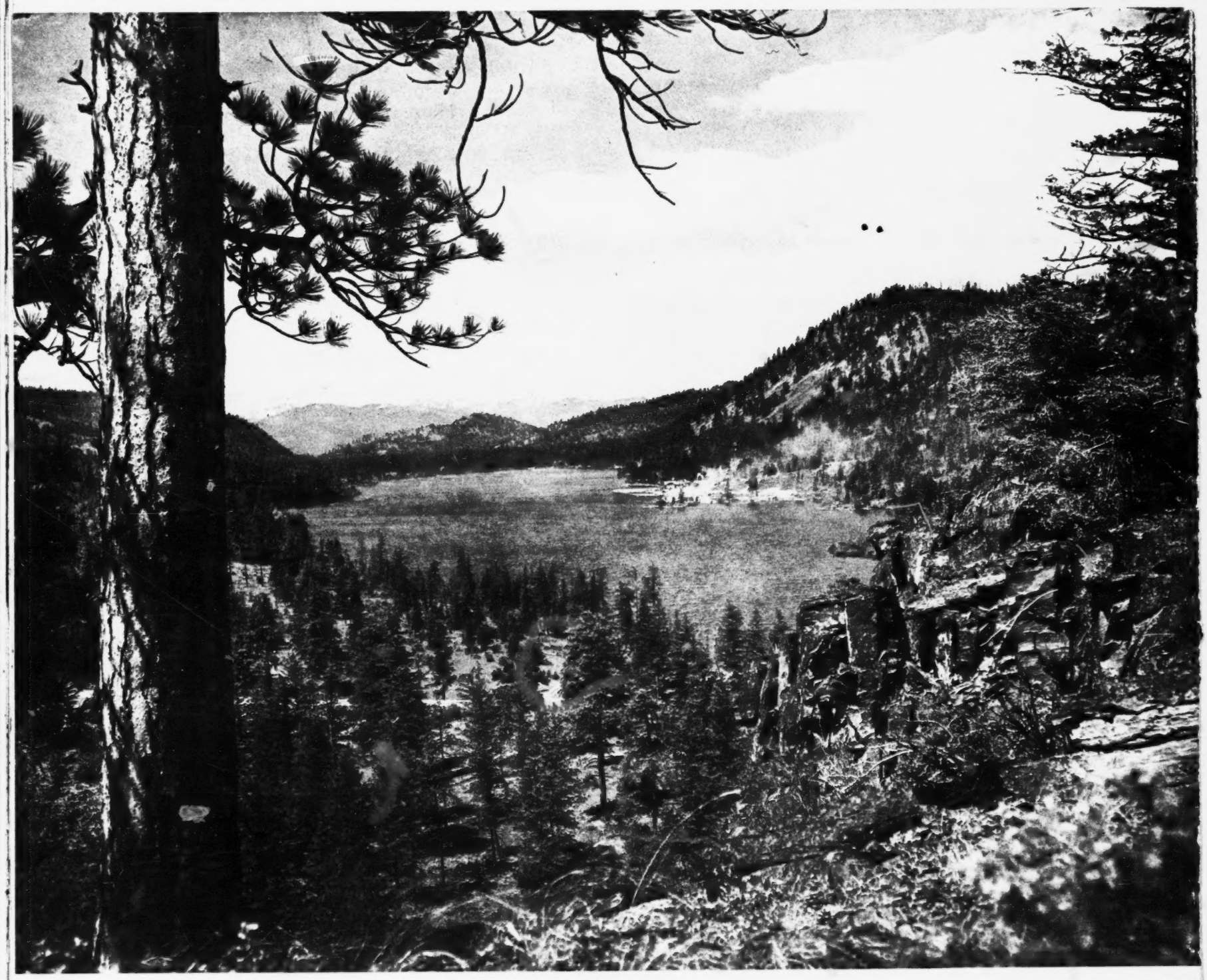

Created in 1849, the Department of the Interior—a Department of Conservation—is concerned with the management, conservation, and development of the Nation's water, fish, wildlife, mineral, forest, and park and recreational resources. It also has major responsibilities for Indian and Territorial affairs.

As the Nation's principal conservation agency, the Department works to assure that nonrenewable resources are developed and used wisely, that park and recreational resources are conserved for the future, and that renewable resources make their full contribution to the progress, prosperity, and security of the United States—now and in the future.